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ABSTRACT

This booklet shows how to adapt and implement a comprehensive program on alcohol and drug abuse prevention to the sports environment in schools. It describes how athletic directors, coaches, parents, and athletes can break the "no talk rule" about alcohol and drug problems with athletes. The preface claims that athletic directors and coaches can have a major impact on chemical use by team members when supported by a policy which encourages students to get help for themselves and friends. The first section deals with sports chemical health, how it affects the whole person and how to face the problem. The second section describes athletic policy and procedures, including sample policy and procedures, and policy implementation. The third section discusses major program responsibilities of athletic directors, coaches, athletes and captains, and parents. The fourth section provides model letters, agendas, and awareness exercises. Awareness exercises cover the topics of belief systems, concerns of performers, effects of chemical use, coaches as role models, identification simulation, chemical surveys, and planning for sports prevention programs. A bibliography of print materials and an annotated list of 27 audiovisuals available on the topics of athletics and substance abuse, chemical dependency, enabling, self-esteem and self-awareness, highway safety, and other drug-related films is included. (ABL)

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GUIDELINES FOR ASSISTING

ATHLETES WITH ALCOHOL AND OTHER DRUG PROBLEMS

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GUIDELINES FOR ASSISTING ATHLETES WITH ALCOHOL AND OTHER DRUG PROBLEMS

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June 1988

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LETTER FROM THE COMMISSIONER

Dear Friends,

School athletes are looked up to by other students. Therefore, it is important that we succeed in getting them actively involved in alcohol and drug abuse prevention efforts. It is extremely helpful to a school's chemical health initiatives if athletes model appropriate behavior.

Three years ago, the Division of Alcohol and Drug Education Services helped form a task force to address chemical use issues among athletes, just after two national sports figures died of cocaine overdoses.

Now, the "Sports Chemical Dependency Prevention Initiative" is comprised of athletic directors, coaches, and athletes from across the state. To date, 54 school districts have been trained and are implementing sports-related chemical health efforts.

These districts have changed school policies so athletes with problems can safely seek help. Parents have formed "safe home" networks where chemical-free events are sponsored. Athletes who once ignored training contracts are now taking them seriously.

We are changing the norms about chemical use with those who make the difference — the youth, their parents, and coaches. Your participation in and support of these efforts is most welcomed!

With best wishes,

Eve M. Bither

Eve M. Bither, Commissioner
Department of Educational and
Cultural Services

State House Station 23, Augusta, Maine 04333 — *Offices Located at* the Education Building
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PREFACE

Sports alcohol and other drug abuse prevention programs are more successful in schools where comprehensive chemical health programs are being implemented. Athletic programs frequently function in a semi-autonomous manner. Their rules and standards sometimes differ from overall school programs due to legal liabilities and specific training rules.

Sports-related chemical health should be an integrated part of the school's overall program. Athletes who need assistance fall into the same user groups as the general student population. The conflict between users and non-users often sabotages team morale.

Athletic directors and coaches are hard-pressed to change athletic policy and procedures without school and community support. In any event, they cannot singlehandedly bring about the required changes in attitudes about drugs. As public figures, they are subject to the community norms, especially if there is a "no talk rule" about athletes who use chemicals.

Supported by a policy which encourages students to get help for themselves and their friends, athletic directors and coaches can have a major impact on chemical use by team members. They are most effective in communities where there is active parental support in offering chemical-free events.

This booklet shows how to adapt and implement the comprehensive program to the sports environment. It complements other materials published by the Division of Alcohol and Drug Educational Services.

The pioneering work of the Hazelden Foundation and the National Federation of State High School Associations is gratefully acknowledged. For information on starting a comprehensive program, please contact the Division at (207) 289-3876.

ACKNOWLEDGMENT

Special thanks to Tom Farrell, former principal of Skowhegan Area High School (1983-1988), and now principal of Aspen High School, Aspen, Colorado. Tom was the founder and leader of the Maine Sports alcohol and drug initiative. Through his efforts to promote education and awareness, our state and schools are better places to live and learn.

The following poem, which was on the wall of his Skowhegan office, exemplifies the standards by which Tom shaped his contributions to the State of Maine.

An Admirable Man

If a man is honest with others,
and with himself ...
If he receives gratefully
and gives greatly ...
If he is gentle enough to feel
and strong enough to show his feelings ...
If he is slow to see the faults of others,
but quick to discover their goodness ...
If he is cheerful in difficult times
and modest in success ...
If he does his best
to be true to his beliefs ...
Then he is truly an admirable man.

SPORTS CHEMICAL DEPENDENCY PREVENTION TEAM

Dick Barstow, Katahdin Area High School, Sherman Station
Nicole Brissette, Brewer High School, Brewer
Robert Campbell, Hebron Academy, Hebron
Woody Carville, University of Maine, Orono
Ken Casey, 3-D Action Team, Cumberland
Thomas Costello, Massabesic High School, Waterboro
Shelly Drillen, Brewer High School, Brewer
Joylyn Droney, Brunswick High School, Brunswick
Amy Eastman, Central Aroostook Jr./Sr. High School, Mars Hill
Tom Farrell, Skowhegan Area High School, Skowhegan
Mark Grant, Massabesic High School, Waterboro
Janet Hoskin, Hermon High School, Hermon
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Bill MacManus, Mt. Ararat School, Topsham
Peter Meagher, Nobel High School, Eliot
Kris Rizzo, Cony High School, Augusta
Jeff Slocum, Mt. Ararat High School, Topsham
Rich Wells, Mt. Ararat High School, Topsham
Alan Yuodsnukis, Brunswick High School, Brunswick

Statements of Purpose

1. To provide education about chemical health problems, and to stress the school's vital role in training coaches, athletes and parents about the long-term physical and emotional effects of chemical use.
2. To elevate sportsmanship standards, and to encourage responsible citizenship among school students and personnel.
3. To promote consistency in school athletic policy and procedures dealing with the use of mind-altering chemicals.
4. To establish standards of conduct for athletic directors, coaches, and athletes as leaders among their peers.
5. To assist those who want to resist peer pressure which pushes them into chemical use.
6. To develop standards and help those needing referrals for assistance or evaluation.
7. To work with all Maine school athletic departments in the development and implementation of comprehensive sports chemical health programs.
8. To confirm and support state laws which restrict the use of mind-altering chemicals.
9. To promote the school-community team approach to alcohol and other drug abuse prevention.

Section One:

Sports Chemical Health

INTRODUCTION

In our society, student athletes are given special status. Their peers readily acknowledge that athletes are admired and seen as role models. They represent the local school's athletic programs, often giving a state-wide reputation to the school as a competitive, successful institution. As a result, athletes are public personalities whose performances are scrutinized by the press and media. The town rallies around the team with fierce loyalty. The town's pride rides on the team's success. When the team wins, the athletes are heroes whose victory over their opponents is celebrated in the streets and feted at banquets. But when the team loses, athletes are cast into the pages of ignominity and spoken of with longing about what might have been.

Because of the intense pressure on athletes to win for their parents, school and town, athletes are vulnerable to intense feelings of euphoria and depression. If they win, they are bigger than life, invincible; if they lose, they often feel as if they have failed and let their public (and themselves) down. With so much attention paid to their performance — their athletic ability — little attention is paid to athletes as individuals who must learn not only how to perform in public, but to cope with their feelings both publicly and privately. Even less attention is given to how athletes make decisions about their use of chemicals. Everyone assumes they will make the right decisions because they have signed a contract to be chemical-free.

It is no wonder that the media is shocked to learn that exceptional athletes have used or abused alcohol or other drugs just as their peers do. It is assumed that youth who have athletic skills also have decision-making skills. It is as if the public cannot accept that athletes can make poor decisions, just as other persons do. At an early age, children already have unrealistic expectations of their athletic heroes. For example, when the Mets pitcher, Dwight Goodwin, admitted he used cocaine, one young boy asked his mother if his Dwight Goodwin baseball card was then worthless.

With this general attitude toward athletes as supreme human beings who cannot have the same problems as other mortals, it becomes increasingly difficult to discuss alcohol and other drug problems on teams. To break the "no talk rule" about alcohol and other drug problems with athletes, schools must acknowledge the fact that athletes are just as susceptible to the pressure to use as their peers. Schools must acknowledge that, according to a national study, up to eighty percent of high school athletes presently drink during the season. Schools must work with athletes to reverse the pressure to use, to make non-use the team norm and to assure that the athletic contract actually means a commitment to being chemical-free, not just a signature on a piece of paper.

This booklet is divided into sections to show how athletic directors, coaches, parents and athletes can break the "no talk rule" and implement a sports alcohol and other drug prevention program.

#1 Problem in School Sports

Alcohol and other drug use among athletes has reached a crisis stage, as has drug abuse in all of society; no community is immune...

- 60-80% of athletes use during the session.
- 10% of athletes use weekly.
- 80% of 20 million active athletes drop out of school sports between the ages of 12 to 17 — many because their athletic commitment conflicts with chemical use.

This problem affects three student (athlete) populations...

Non-User/Non-Affected

Those who are not using chemicals and are not affected by someone else's use. They are often subjected to criticism from their peers.

Affected

Those living (currently or in the past) with a chemically dependent family member. They're embarrassed by someone else's behavior and cover up for it.

User

Those who are experimenting with, using, or dependent on mind-altering drugs. They use at great risk to themselves and the team. Their performance is reduced, and they become agitated and moody.

It Affects the Whole Person

Chemical Dependency Affects the WHOLE Person (physical, mental, emotional, social, and spiritual well-being)

Chemical dependency is a feeling disease that affects the whole person. It is a disease of lifestyle which often affects a person emotionally and socially long before a physician can see the physical symptoms. Those who are chemically dependent seldom admit that they are out of control without feeling, "Something is wrong with me; I must be bad." Their mental, emotional, physical, social and spiritual well-being are closed off and sedated by chemicals.

Chemical dependency acts on the person much as other chronic illnesses of lifestyle (e.g., hypertension and heart disease). A person's sense of self-control is eroded. They feel shame about their condition, i.e., an inner sense of being insufficient or diminished because of the malady.

Chemically dependent people lose confidence in their whole selves...

Mentally, they lose faith in their ability to make rational decisions, because the chemicals do affect abstract reasoning.

Emotionally, they have lost track of their feelings and are often depressed by the chemical which no longer makes them feel high.

Socially, they have lost faith in their ability to engage socially without artificial courage. They feel as if they are frauds.

Spiritually, they have lost faith in their ability to ever find their way home to their social and spiritual center, and the ones they love.

Physically, they experience a gradual deterioration in health — gastro-intestinal ailments, sleep disorders, hypertension, headaches; and eventually liver damage or cancer related to deterioration of the body's immune system.

Only through recovery do they learn that they had the ability to manage their lives all along. As they learn about the addiction of chemical dependency, they see that they are capable of being true to themselves when they are free of the once magical chemical.

Facing the Problem

A combined effort of school staff, parents, athletes and the community at large is needed to reverse these use trends. Education and awareness is the key to the process but, unless it's supported by clear, consistent school policy and procedures, it will have little effect.

A comprehensive program combines elements of three levels of prevention. Primary prevention supports the non-user by making it okay not to use and by providing alternatives to chemical use. Secondary prevention provides assistance to users and affected students. Tertiary prevention helps get the chemically dependent student into treatment.

Elements of a Program

Athletic Policy and Procedures
disciplinary and voluntary referrals

Awareness Sessions
for coaches, parents, and athletes

Climate Setting Activities (primary prevention)
- chemical-free events
- peer programs
- highway safety programs
- "new games" activities

Assistance Programs (secondary prevention)
- student assistance team
- non-clinical assessment & referral
- support groups
- relapse prevention

Staff Development

Modeling

Some of the Educational Goals

- Identify the elements of a sports prevention program.
- Describe roles of coach, athletes, and parents.
- Learn how to assist athletes.
- Learn how to design and plan awareness programs.
- Study policy and procedures.
- Distinguish between voluntary and disciplinary referrals.

Section Two:
Athletic Policy And Procedures

SCOPE OF POLICY

All extra-curricular school activities may fall within the scope of athletic policy and procedures. Chemical use so profoundly affects performance that it is especially unacceptable when students represent the school in any activity.

A decision to apply the same rules to everyone involved in extra-curricular activities is not easily accepted. Training rules, which are traditionally applied to athletes, are often considered too strict for those participating in other activities. Athletes are expected to be chemical-free 24 hours a day if they are to stay in peak condition.

Chemical use, however, affects both physical *and mental* performance. It's also just as illegal for other students to smoke and to drink as it is for athletes. Consider...

- Why should schools have greater expectations of their athletes than of actors or musicians?
- Isn't it just as damaging for a math team finalist to be caught intoxicated in public as it is for a field hockey player?
- Shouldn't the "24-hour rule" apply to all students who represent the school?
- How can student behavior be monitored when they are not in school sponsored activities?

These and similar questions merit open discussion. Schools obviously cannot monitor student behavior 24 hours a day, but they can ask students to monitor one another. Schools can also encourage parents to create a "safe home" network, and they can get coaches — and other school staff — to break the "no talk rule" about chemical use and abuse.

Pros and Cons

Rarely are the assets and liabilities of sports policy and procedures frankly discussed. There is much misinformation about chemical dependency as a disease. A policy which recognizes chemical dependency as a health issue and strongly supports the efforts of those dealing with this problem is clearly in the school's best interest.

The Old (traditional attitudes)	**The New** (balanced approach)
1 Policy is punitive and shaming, with no alternative other than suspending or expelling the student. It attempts to embarrass athletes into conformity.	Policy sets limits, recognizing the need for discipline but also the need for helping with the chemical health problem. The established consequences are firm and consistent, but there is education and support to encourage athletes into conformity.

2	Policy is vague and leaves too much up to coaches without helping them understand the symptoms of abuse or their roles in identifying students with problems. Coaches are reluctant to refer athletes to the proper resources.	Policy is clear and education is provided so youths realize that letting a coach know that someone has a problem is helpful and positive and not a disloyalty to friends.
3	Policy is inconsistent and coaches have a right to make exceptions with certain students. Parents do not support the inconsistency.	Policy is consistent and takes a matter of fact approach. Coaches openly and honestly present the policy in a manner reflecting care, concern, and expectations that athletes will abide by it.
4	Policy is judgmental and aimed at "getting rid" of the problem. Users are bad people and become outcasts and/or druggies.	Policy focuses on education and awareness of the health risks. It promotes and provides chemical-free alternatives.
5	There are no clear consequences for infractions. Administrators interpret policy differently, based on their individual perspective or bias.	School has a consistent policy for all students which outlines clear steps to be taken for each offense or a case of suspected use.
6	There is a double standard. Athletes might be ostracized while others are ignored or pardoned for negative behavior. Athletic policies do not apply to other school activities.	Interpretation is clear and consistent. There are no double standards for "star" athletes.
7	Individual coaches are not supported by other coaches. They are called into question for being tough.	Coaches understand the policy and procedures, and have flexibility to create specific team rules within them.
8	Policy often binds coaches so that they lose athletes for the season and often forever. This makes coaches less likely to report incidents.	Policy keeps athletes on the team and allows members to talk about use/abuse problems, thereby improving team morale.
9	Policy does not help coaches follow up and support an athlete recovering from chemical dependency.	Policy spells out procedures for each type of referral: (a) disciplinary, (b) voluntary. Coaches' role in the recovery process is defined.
10	Policy does not inform coaches of legal liabilities in reporting or identifying infractions.	Legal obligations are spelled out.
11	Team loses key players and motivation; receives negative publicity. Team feels pressured to hide chemical use problems.	Athletes are encouraged to stay on team knowing that the policy is consistently applied. They set their own norms about being chemical-free, and are less likely to split between users and non-users.

SAMPLE POLICY

The school system recognizes that the use of mind-altering chemicals is a significant health problem for many adolescents which has negative effects on behavior, learning, and personal development. Adolescent chemical use and abuse affects skill development related to participation in extra-curricular activities.

Education and awareness training for administrators, athletic directors, coaches, student advisors, athletes, and parents are supported. This training will cover adolescent chemical use/abuse problems, including the symptoms of chemical dependency and special problems in athletic activities.

It is recognized that an athletic policy related to chemical use must be incorporated within the context of broader school-community efforts to deal with alcohol and other drug abuse prevention programs. To be effective, all policies must be consistent.

The activities covered include those school-sponsored athletic activities for which there is a schedule of interscholastic contests, exclusive of league-sponsored tournaments, listed in the coaches' manual and recognized by the Maine Secondary School Principals' Association. (It is strongly recommended that these procedures also be applied to other school-related student activities, clubs, and organizations.)

RULES

During the school year and the season of practice, play, or rehearsal, no student shall use a beverage containing alcohol (regardless of the quantity), or tobacco; or use, have in possession, buy, sell, or give away marijuana, or any other substance defined by law as a drug or a look-alike drug. Students may be in possession of a legally defined drug specifically prescribed for him/her by a physician.

SAMPLE PROCEDURES

While athletic procedures may be distinguished from overall school rules and procedures, they must be consistent with them. Special training rules may pertain to off-campus, unsupervised activities as well as to school activities. An athletic policy and procedures require school board approval.

These procedures communicate to athletes, parents and anyone else involved that it's NOT okay to use, but if someone needs help, it's safe to seek help. Athletes must know how to make a "concerned person referral" (to be distinguished from "narcing"). Team captains must be active in supporting chemical-free alternatives and insisting on non-use as a team norm.

In concerned person referrals, students get the help they need without getting suspended. This help is often a referral to qualified persons. Parents may not be involved in first reports, but are in subsequent incidents.

The procedures here outlined fall into two broad categories: disciplinary and voluntary referrals. Each category is further divided into two different types.

Disciplinary Referrals*

Type 1 — Using/Possessing

First Offense

- Verify incident.
- Notify administration and follow normal procedures.
- Discuss incident with student.
- Notify parent(s).
- Suspend student for two athletic events, or two weeks, whichever is greater (not be carried into the next season).
- Require student to attend awareness/education group and/or other recommended services (failure to comply may lead to suspension for the season).
- Encourage parents to attend an educational program on alcohol and other drug abuse.

Second Offense

- Verify.
- Notify administration and follow normal procedures.
- Discuss incident with student.
- Notify parent(s).
- Suspend student for remainder of season.
- Require non-clinical assessment before participation in another team sport.
- Require student to attend awareness/educational group and/or other recommended services before participating in another team sport.
- Encourage parents to attend an educational program on alcohol and other drug abuse.

Type II — Selling/Furnishing

Any Offense

- Verify incident.
- Notify administration and follow normal procedures.
- Notify parent(s).
- Notify superintendent and police.
- Suspend student for remainder of season.
- Recommend non-clinical assessment before student can participate in other athletic activities.
- Require student to attend awareness/educational group and/or follow other recommendations.
- Encourage parents to attend an educational program on alcohol and other drug abuse.

NOTE:
A suspension ends with the completion of the season. Athletes are encouraged to "finish the season in good standing" by staying chemical-free after the last game. Because the period between the last game and the awards banquet (official end of season) is one of high risk, it is recommended that...

- Anyone caught using during this time loses their letter.
- Chemical-free parties are offered as an alternative to "traditional" celebrations.

Student Health Emergencies

In the case of a medical emergency, the student will be referred to the school nurse, who will refer to the appropriate community resource. School officials will take disciplinary action upon the student's return to school.

Voluntary Referrals

Type I — Concerned Person (not actual incident, only suspicion)

First Report

- Consult with others to evaluate student's behavior.
- Establish a relationship with the student by discussing concerns. (If student admits problem, follow Type II, Self Referral.)
- Review policy and procedures.
- Refer to school or community resources as needed.
- Determine if resources were helpful in a follow-up discussion.
- Notify parent(s), if appropriate.

Second Report

- Follow-up the report about chemical use pattern with others and/or parents. (With proof of use, follow Type I, Disciplinary Referrals.)
- Review information and policy with student, giving him/her the option of self referral.
- Notify parent(s) about concerns.
- Refer to school or community resources as needed.
- Invite parents to attend educational program on alcohol and drug abuse.

Type II — Self Referral

First Report

- Talk with student.
- Refer to qualified personnel for non-clinical assessment.
- Determine if student is successfully participating in recommended programs.
- Invite parents to attend educational program on alcohol and drug abuse.
- Follow-up to determine if resources are effective and/or helpful.

Second Report

- Talk with student.
- Require clinical assessment.
- Notify parent(s) about concerns.
- Invite parents to attend educational programs on alcohol and drug abuse.
- Follow-up to determine if resources are effective and/or helpful.

POLICY IMPLEMENTATION

Assessing already existing policy and procedures to make changes in them is a step process defined in the Division's *Setting Up Chemical Health Policies and Procedures*. In synopsis, a committee of administrators, coaches, and student advisors needs to...

Review

- Frankly discuss problems and strengths of existing policy.
- Develop a time line and outline the steps to draft, review and submit a new policy for approval.
- Submit the draft to the school district lawyer to assure that it complies with state and federal laws.

Approve & Disseminate

- Ask the superintendent to submit the policy for school board approval.
- Disseminate the approved policy to staff, students, and parents.
- Train staff in their roles of taking disciplinary action and assisting with voluntary referrals.
- Notify students of the school rules on alcohol and other drugs, and the option for voluntary referrals.

Monitor

- Monitor policy implementation, assessing the effectiveness of administrative procedures and changes in student referrals.
- Develop a mechanism for training new school staff on the policy.
- Review and update policy and procedures on a regular basis.

Before implementing the policy and procedures, coaches and student advisors need to know what to do in specific cases. By having them consider case studies and think about what they would do in each case, they will be better trained to explain and implement the policy with their teams.

Adapted from: ***One Step Ahead: Early Intervention Strategies for Adolescent Drug Problems*** *by Joseph Muldoon and James Crowley.*

Section Three:
Major Program Responsibilities

ATHLETIC DIRECTOR

Coaches have as many misconceptions and fixed attitudes about chemical use as anyone else. They need an opportunity to freely discuss these attitudes to be in a better position to evaluate the appropriateness or inappropriateness of their athletes' behavior. They need some basic information about the disease of chemical dependency. Once it's understood that drug addiction is **not** a moral issue but a health problem, coaches are more ready to consider the role of policy in assisting athletes.

By asking them to decide how they would intervene with an athlete in need of help, coaches learn that existing policy and procedures often keep them from acting in any way other than punitively. Traditional policies implicitly impose a "no talk rule" on coaches. When the only recourse is to throw someone off the team, the coach's ability to truly help someone with problems is severely hampered.

When coaches can openly explore more effective ways of helping athletes, they create rules and procedures which set limits but also leave open the door for help. As a rule of thumb, disciplinary action should be the least amount required to change behavior. Someone shouldn't be thrown off the team for the year if a two-week suspension for play will suffice to halt chemical use.

Finally, the message of being chemical-free is not to be qualified as being only for the sports season. Since using chemicals is both illegal and physically harmful, being chemical-free is important all year long.

Athletic Director

I. Problem Prevention

"My friends didn't use and I wanted to be part of their group, so I didn't use either." (Junior male actor)

The responsibility for chemical health programs is shared by family, school, and community. Anyone in a position to influence student decisions has an important role to play. Through prevention, problems are headed off before they occur.

Coaches and activity leaders, in particular, can use their special relationship with youth to influence behavior both on and off the arena of competition.

Efforts...

- Disseminate accurate data about chemical dependency and the effects of chemical use on performance. Most athletes are poorly informed.
- Teach athletes to anticipate the stresses of competition and performance. Since self-esteem is on the line when adolescents compete, they must learn to accept defeat and to celebrate victory without chemicals.
- Help students to resist peer pressure and advertisements which encourage use. Stress independent decision-making and refusal skills training.
- Concisely explain the legal and social consequences of chemical use through case examples. Everyone must know the rules and the procedures for self referrals and concerned person referrals.
- Encourage parents to cooperate with school staff in efforts to curb chemical use among students.

Adapted from: ***Chemical Health: School Athletics and Fine Arts Activities***

II. Some Promising Programs

Pre-Season Meetings

"Don't be afraid to talk about it... It's easier when you bring it up." (Senior female musician)

Pre-season meetings provide an opportunity for parents, students and school staff to talk about chemical use concerns. The meetings communicate goals, philosophy, expectations, and rules to parents **before** practice or rehearsal begins. Eligibility rules, parental roles and student responsibilities are discussed. The result is increased trust, understanding, and shared responsibility for everyone.

Chemical-free Parties ("Fifth Quarter")

"Our team captain invited the whole team to his home after the game. No chemicals were allowed. You know, it really was fun! We do it after every game now." (Junior male athlete)

Parties are chaperoned by parents and hosted by student leaders such as team captains. The chemical-free expectation is clearly stated in advance. Those preferring not to use chemicals are free of peer pressure to use, thereby supporting one another's desire to stay straight.

Peer Health Programs

"We have a 'Happy Hour' where we go to chemical-free parties together...like to play volleyball in the gym or go tubing in the snow. Other kids should see what a 'happy hour' really is." (Sophomore female athlete)

These are programs which really get students helping one another. Older students present chemical use issues to junior high or elementary students in cross-age programs. This helps those providing assistance to develop skill and knowledge while increasing the services available to others. Such role modeling contradicts the junior high belief that "everyone in high school gets high all the time."

Support Groups

"When you leave treatment, you feel so great.... Then you go back to school and there is no band or cheerleaders to welcome you back. It can be the hardest day of your life unless someone their understands." (Senior female athlete)

Concerned students meet regularly with a counselor or other staff member to share feelings,thoughts, and concerns. The group gives support to those concerned about their own or someone else's use. This is especially helpful to those who are trying to abstain or who are recovering. (For information about setting up in-school support groups, contact the Division.)

Peer Groups

"I wouldn't drink if the rest of the team decided to go straight." (Sophomore male athlete)

Captains and other student leaders can greatly influence behavior and chemical use. Peer groups give such students a chance to support each other and an opportunity to develop leadership and communication skills. Strengthening leaders opens another avenue for the staff to communicate with students. It encourages responsible behavior.

Safe Homes Network

"It's good to know that we're all in this together." (Parent)

These networks of parents are organized for the purpose of chaperoning parties, hosting events for students, and communicating with other parents about student activities. The focus is on reducing the situations which foster inappropriate behavior or chemical use.

Coaches Communication Network

"The worst part of school rules is when they aren't applied to everyone.... If you're a 'dirtball' you'll get the book thrown at you, but if you're a 'big shot,' ...nothing much happens."
(Senior male athlete)

Coaches and activity directors meet to share information, and to develop a clear philosophy which can be communicated throughout the activity program.

Adapted from: ***Chemical Health: School Athletics and Fine Arts Activities***

COACHES

Learning to identify and assist athletes with chemical problems is a vital aspect of responsible coaching today. Coaches practicing identification simulations with one another gain insight into how to talk with athletes about their concerns.

When an athlete is confronted, the person generally acts defensively and is resistant. The coach quickly learns that getting an athlete to face a problem takes persistence and repeated confrontations.

The coach acts when first noticing something is out of the ordinary with an athlete and before disciplinary action is necessary. Something different is noticed in the athlete's behavior — sudden mood swings, inability to focus, temper tantrums, a drop in grades, a sudden desire to quit the team for no apparent reason, etc. The coach acknowledges any resistance on the athlete's part, but still states the concerns.

Since it may take four or five encounters to break through the student's wall of defenses, it's not uncommon for the coach to feel powerless and frustrated, but s/he must resist the temptation to use coercion which often backfires. As the coach draws the line — lets athletes know what is seen, what's not acceptable, and how much concern there is — the athlete learns that it's safe and acceptable to let the coach know how out of control s/he may be.

Coaches' awareness sessions are held with the objectives of...

- Defining the coach's role.
- Distinguishing between the three populations (i.e. user/non-user/affected).
- Learning how to identify and intervene with athletes.
- Learning how to facilitate discussion groups.

Coaches

I. Identification

Identification is a process where the coach acts on feelings and/or concerns that something is wrong or out of the ordinary with a student. It's a process not an event. It's a building of trust and relationship with the goal of referring a student to someone who can help them BEFORE disciplinary action is needed.

Through the identification process, the coach...

- Builds trust.
- Shows concern.
- Acknowledges resistance and the wall of defenses.
- Mirrors behavior.
- Accepts his/her own and the student's powerlessness.
- Paces the confrontations.

Steps

- Observe athletes.
- Discuss concerns with other staff/concerned person(s).
- Discuss concerns with athlete.
- Involve parents as appropriate.
- Consult with professional staff regarding concerns.
- Refer athlete to qualified personnel to discuss problem.
- Follow-up and support professional recommendations.

II. Role Modeling

Being role models for athletes, coaches must make careful decisions about their own chemical use — they set the standards. If their attitudes are ambivalent or wishy-washy, athletes get mixed messages about chemical use.

In interviewing prospective coaches, schools should be careful to curb the double standards of coaches who use chemicals (sometimes even flaunting their use), but insist that athletes do not use. Administrators must stress the importance of positive role modeling.

A coach's in-season chemical use should be addressed during initial training. Each person must decide what has to be done and consider what this means to their team. Whatever the decision, it should be openly discussed with the team.

Negative Role Modeling

- Calling attention to alcohol or drug use — bragging about going out to "hang one on," etc.
- Associating chemical use with celebration of a win or medicating the pain of loss — implying that chemicals take care of good or bad feelings.
- Being preoccupied with use — mentioning a drinking event as if it is important and helpful in enhancing a person's image.
- Laughing about the stories of an athlete who drank too much — acting like "one-of-the-guys."

Positive Role Modeling

- Being sensitive to the impact of use on students and their attitudes.
- Being aware of his/her own use and its impact on others' perception of the athletic program.
- Becoming a role model for other coaches, e.g., demonstrating that it is not necessary to "use" to celebrate or to commiserate.
- Openly discussing use/abuse issues with team members and demonstrating concern.
- Not acting self-righteous or shaming toward others with problems.
- Demonstrating the importance of rules and "selling" their importance to players.
- Enforcing rules consistently, and supporting athletes while being firm.
- Breaking the "no talk rule" — accepting chemical use as an issue that athletes are ambivalent about.

III. Roles and Responsibilities

As a teacher, a coach and an adult, the welfare of children (to which drug abuse is a serious threat) should be a primary concern. Coaches must take responsibility for drug abuse prevention programs among student athletes.

To do this coaches need not be trained counselors or knowledgeable about treatment, but they must be able to recognize the signs of alcohol and other drug abuse. They must know where to get help...

- Chemical health or drug abuse coordinators
- School counselors
- School-community team
- School assistance team
- Local agencies who work with young people

In starting a drug abuse prevention program for students/athletes, it's important for coaches to remember that they don't have to be experts. Anyone suspected of a chemical use problem is referred for help.

Desirable Qualities in a Coach

The coach should be a good motivator, be organized and responsible, have patience and a sense of humor, have good morals, be intelligent, be a good friend who is understanding, open, respectful, easy to talk to, and has clear expectations.

A coach...

- Spends time and shows concern.
- Helps players set individual goals.
- Works with athletes on their school/family problems.
- Offers support, encouragement, and doesn't give up easily.
- Uses constructive criticism and praise to enhance self-esteem.
- Treats all equally and doesn't act superior.
- Participates with players (practices what is preached).

Coach's Chemical Health Functions

- Build a positive climate — break the "no talk rule."
- Build team spirit.
- Use the whole-person approach and improve self esteem of team members.
- Encourage internal motivation rather than external praise.
- Promote student awareness programs on alcohol and other drugs.
- Sponsor stress reduction activities and teach refusal skills.
- Deal with compulsion toward over-achievement.
- Meet with individuals to discuss concerns in private.
- Develop "First Friends" concept in orienting new athletes to the team. First friends are peer helpers who pair up with a new athlete on a team to explain the norms and team expectations about non-use. The coach introduces the new member to team members and invites the newcomer to chemical-free events. See Division's booklet on *Setting Up Support Groups* in bibliography.
- Provide resources such as books, pamphlets, and films.
- Know where to refer athletes for help.

Coach's Role in Discussing Chemical Use

- Clearly state concerns for the team.
- Provide factual information about use.
- Listen to concerns expressed by athletes.
- Use case examples as a basis for discussion.
- Brainstorm the norms for team behavior that members want...
  - How will they support chemical-free activities?
  - How will they help each other?
  - How will they make referrals?
  - How will they handle transitions between seasons?
  - What is the captain's role?
- Provide films and community resources.
- Acknowledge personal limits of awareness.
- Support chemical-free events.
- State what will be done in disciplinary action and voluntary referrals.

Coach's Enabling Behavior

Enabler

A person who reacts to the symptoms of the disease in such a way as to shield the chemically dependent person from experiencing the full impact of the consequences of the disease.

Party plans are overheard, but coach pretends not to hear.
Athletes must immediately be confronted and told that such behavior is inappropriate and cannot be ignored.

Alcohol or marijuana is smelled, but coach does nothing.
Avoid rationalizing or discounting these incidents. Immediately confront those in question.

A "no talk rule" is observed. Secrets are kept. After mentioning chemical use when the season began, the coach avoids mentioning it again.
Alcohol and other drug use/abuse is a topic that must be discussed in an on-going way.

Coach denies that chemical use/abuse are issues for this team.
Local chemical abuse incidents are relevant and meaningful to athletes. Lessons can be learned by discussing them.

Coach doesn't enforce the rules.
Limits must be set and enforced. Being firm and consistent is essential.

Coach sees and accepts inappropriate use of alcohol by other coaches.
Coaches must be good role models for athletes.

Adpated from: ***Team Up for Drug Prevention***

Coaches

IV. Suggestions

Discuss Chemical Use/Abuse Issues With Captains
Meet regularly to consider captains' role in chemical health programs. Ask for their commitment in helping teammates not to break training rules.

Dialogue With Athletes on an On-going Basis
Openly talk about use/abuse incidents, without avoiding the subject or keeping secrets. Keep everything up front **all season long**. Communicate an attitude of real caring, and bring up the subject at least once a week.

Encourage the Use of Positive Peer Pressure on Teammates
To reduce the risk of serious morale problems over the chemical use issue, "users" need to be confronted by their teammates — "One more time and we go to the coach. We'll do whatever it takes to get you to knock it off."

Enforce All Training Rules
Report all violations to the athletic director or principal. If "stars" are involved, avoid double standards. Be firm. Do not deviate from the rules, but always offer support and help in any action taken.

Know the Symptoms of Chemical Use/Abuse

- drastic mood swings
- personality changes or temper outbursts
- apathetic or listless behavior
- loss of coordination and concentration
- drop in grades
- red eyes
- profuse sweating
- tardiness or being "sick" for Saturday practice
- change of friends, activities, dress, or attitude

When symptoms are first observed, discuss them with the person in question. Consult with other teachers or helping personnel as appropriate.

Follow a Definite Plan of Action for Any Infraction

Refer to Section Two for Athletic Policy and Procedures.

Adapted from: ***Chemical Health and the Student Athlete***

ATHLETES AND CAPTAINS

Athletes participate in team sports to....

- Learn discipline, poise, humility, dedication.
- Keep in shape, physically/emotionally.
- Gain self-confidence and self-awareness.
- Set goals and achieve them.
- Have fun, enhance social life, and develop friendships.
- Learn responsibility and teamwork.
- Get off the street and stay out of trouble.
- Learn patience and how to handle defeat.
- Get out of school and travel out of town.

Taken from: List developed by athletes themselves

Athletes (and students in general) need to make conscious decisions about behavioral changes without being forced into them by adults. Otherwise, the pretense of being chemical-free is given when it's not really the case.

Changing peer group norms takes time, particularly when a hard drinking tradition is often associated with sport prowess. One school discovered that it takes years of work to make a radical change. In the first year, 80% of athletes used during the season. The following year, it dropped to 60%, and, in the third year, it dropped to 40%. This is certainly a significant improvement, but a 100% commitment is the goal.

The best singular way to change the peer group norms is to break the "no talk rule" about use and abuse. Athletes usually cover for one another and only rarely confront each other about their chemical use. Just as adults have difficulty in confronting someone who is drinking too much, so do teenagers.

An awareness session on chemical dependency opens the door to discussing and understanding the problem. By working with case examples, the "no talk rule" is broken, first by talking with one other person, and then with small groups. Athletes learn that they share similar opinions — they want to help their friends, but they don't want to be labeled as a 'narc' or a "goodie-two-shoes." Caught between loyalties, many feel immobilized.

By discussing case examples, athletes learn that it is acceptable to get their friends help. When the school policy allows athletes to make concerned person referrals (and not to report their friends in disciplinary action), they will seek assistance for a friend. Friends are confronted with their use, but remain on the team.

In this way, athletes can set up norms for their team. They sign training contracts with one another (rather than with "the team") which makes them accountable to another person for their actions. They assist one another in abiding by the contract. They watch out for one another and try to avoid high risk situations. This way, norms are changed within the context of the peer group.

Athlete awareness programs have the objectives of...

- Breaking down cliques in the team.
- Breaking the "no talk rule."
- Developing an athlete's commitment to be chemical-free.
- Increasing awareness of the problem.

Athletes and Captains

I. Sample Contract

I _____ hereby promise and commit myself to abide by the athletic rules of _____ school. I will strive to uphold the highest standards of school citizenship and I will work to the best of my ability in all classes.

I promise my teammates that I will be the best possible teammate, and that I will refrain from any activities which undermine the achievement of our team goals. I promise not to use alcohol or other drugs. I also promise not to talk behind my teammate's backs, but to confront them personally with any conflicts that otherwise may harm the team.

Further, I will support the decisions of the coaching staff and bring any comments or criticisms directly to a member of the coaching staff. I agree that the achievement of team goals is more important than personal goals, and I will do my best to help my team in whatever ways I can.

_____ _____

Date Signature of Athlete Making Commitment

_____ _____

Date Signature of Athlete Receiving Commitment

Athletes and Captains

II. Roles and Responsibilities

Team Members

- Sign a contract to be chemical-free with another teammate.
- Are role models for one another.
- Agree to the consequences, if caught breaking training rules.
- Agree to call one another in high risk situations.
- Support the chemical-free choice of peers.
- Agree to non-use as a team norm.
- Refer friends in need of assistance.
- Support chemical-free events.

Team Captain(s)

- Are role models and make suggestions for appropriate team behavior.
- Become involved in alcohol and other drug abuse awareness programs.
- Promote awareness sessions for the team.
- Sponsor chemical-free events.
- Are links to the coach.
- Deal with peer conflict over team loyalty or confidentiality issues.
- Encourage referrals by teammates.
- Consider their own fear or resentment for being "special" or "set up."
- Are responsible leaders.

The rotation of captains is one way of more widely distributing responsibilities and developing leadership. One rotation formula is to have three captains — two full-time and one new captain weekly throughout the season. Another formula is to have two captains, each of whom serves for three to four weeks (one of the first two only fills a half term).

III. Suggestions For Captains

Use Postive Peer Pressure On Teammates

Be Precise in Communicating Feelings and Intentions
"This is what I want to see happen. No one uses. Everyone follows the rules. I do not want to see or hear about anyone using."

"This is what I will do — and this is a promise. If I see it or hear about use, I will confront you and warn you once. I will do everything I can to get you to stop and that includes going to the coach. I will go to the coach if you do it a second time."

"Training rules are important. If you can't follow them, quit the team. We want to have the best possible team and there's nothing that will tear us apart faster than one or two of us not abiding by the rules. If you have to use chemicals, don't do it as a member of our team."

Model High Standards and Appropriate Behavior
Team members and other young people look up to the team captain(s). Captains must be above reproach and should not put themselves in positions where they might be accused of drinking or using other drugs. (It's preferable for them not to attend parties where alcohol is served.)

Work to Find Chemical-free Alternatives for the Team
Get suggestions from teammates. Ask for the coach's or the booster club's help.

Make Teammates Aware that Help is Available if Needed
The coach, athletic director, and principal all guarantee that they will provide help while leaving the player on the team.

IV. Affected Children

If team members are affected by a family member's chemical dependency, it is likely to affect how they relate to other players. It also places them in a high risk category for potential chemical use.

Characteristics

Drive for Perfection
They lack a healthy perspective on food, weight and exercise, expecting to have the perfect physique, eat the perfect diet, and maintain the perfect training schedule. They constantly push to live up to these demanding expectations.

Desire for Control
They have an inordinate need for control. Often setting up rigid rules and regulations for themselves. They mercilessly judge themselves and lack flexibility and spontaneity.

Behave Compulsively
They have an "alcoholic personality" that translates into being a work-a-holic, exercise-a-holic, and/or food-a-holic. The vicious cycle of work, food, and exercise abuse lacks a healthy balance.

Assumes Too Much Responsibility
They take care of everyone but themselves and have trouble saying NO — "If I don't do it, no one else will."

Feels Inadequate
Despite impressive accomplishments, they feel inadequate, constantly pounding themselves to be better. Feelings of inadequacy drive them to exhaustion, at which point they abuse food for rewards and exercise to relieve stress.

Has Difficulty Having Fun
They feel guilty about "letting go," and relaxing, and "playing." They feel awkward in a group — different from the others and isolated and prefer doing things by themselves.

Has Trouble With Intimate Relationships
They feel unworthy of being loved and afraid of being abandoned. Rather than letting a partner get too close, opting for predictable and "safe" activities that can be done alone.

Denies Feelings
They deny feelings of being hungry, tired, lonely, depressed or sad, burying themselves in work, exercise or food.

PARENTS

Parents are often poorly informed about their role in preventing chemical use/abuse by athletes. They do not know the extent of the problem. As they try to set limits for their adolescents, they feel powerless in drawing the line about alcohol and drug use.

By providing an awareness of chemical dependency and giving parents an opportunity to break the "no talk rule" with one another, the athletic department encourages parents to band together. Instead of colluding with their teens to throw keg parties, they can rally together with other parents to have chemical-free parties.

At the beginning of a parent awareness session (early in the sports season), coaches inform parents of the policy which allows them to make voluntary referrals if they see athletes who have problems with chemicals. Parents learn first hand about the disciplinary action that will be taken if an athlete uses. They learn that chemical dependency is not a moral problem but a serious health problem. Moreover, they learn that if their son/daughter has a problem, it is not necessarily their fault.

With this basic understanding, case examples are discussed. Parents consider what they would do if they saw athletes using or heard about someone who had concerns about a parent. The difference between disciplinary and voluntary referrals is quickly learned, and the doors are opened for parents to work more closely with the athletic department.

Parent awareness sessions have the objectives of...

- Increasing awareness of the problem.
- Informing parents about policies and procedures.
- Opening communication with the coach.
- Developing strategies for parent involvement in prevention.

Parents

I. Roles and Responsibilities

Problems of alcohol and other drug use/abuse are multi-faceted and highly complex. Working alone, school districts cannot be effective in resolving these problems. The collaboration of parents and the community at large is essential.

Important Functions

- Clarifying and making sure their children understand the eligibility rules of the school and the state activities association.
- Explaining the consequences of inappropriate student behavior which violates the rules.
- Consistently following through and firmly accepting the consequences of any violation as non-negotiable, i.e., to not stand between the student and the natural consequences of drug-using behavior.
- Offering and chaperoning chemical-free events.
- Supporting the parent network.

Possible Problems

Split Decision
One parent wants to follow through with the rules while the other does not. Consider the implications.

Friend's Parents
One set of parents responds to a violation while the other parents choose to ignore it. Consider the problems.

Adapted from: ***Chemical Health: School Athletics and Fine Arts Activities***

II. Some Guidelines

Become Increasingly Aware of Chemical Use at Home
Consider how parental values and attitudes affect adolescent chemical usage. Sponsor chemical-free events at home.

Communicate Openly and Honestly
Avoid moralizing or lecturing teenagers about the dangers of drugs. Create an atmosphere of caring and sharing in the family.

Remember That it's Never Too Late to Learn
It's never too early or too late to do alcohol and other drug abuse education with children, and never too late to learn oneself.

Explain Personal Values and Attitudes
In establishing rules about chemical use, parents should explain their own personal values, attitudes and experiences which form a basis for the rules.

Discuss the Issues and Offer Tangible Help
Dialogue with adolescents about drinking, drugging and driving (and the law). Express concern and a willingness to pick young people up if they are at risk of being in a car with a drinking person.

Wait Up for Young People to Get Home
Meet and talk with teenagers when they return home on weekends and weeknights.

Avoid Negotiation of Pre-established Consequences
Once the rules are established and understood, stick to them. It's better to have no stated consequences than ones that are not carried out.

Stay Out of the Middle
Do not stand between adolescents and the natural consequences of their chemical-using behavior. Tough love is a rare gift.

Keep Communication Channels Open
Do not inhibit communication by reacting out of panic, fear or anger. Take a walk, then talk.

Find Help
If things don't improve, take the responsibility for finding help for the adolescent and oneself.

Adapted from: ***Chemical Health and the Student Athlete***

III. Safe Homes

A "Safe Home" network is a group of parents who organize themselves to support one another in discouraging chemical use/abuse among adolescents. They do this through education, by offering alternative activities, and by developing guidelines or standards to follow.

Parents sign and return a form indicating their support and the specifics of how they are willing to help. They endorse the following guidelines...

- Agree to have and to chaperone only chemical-free activities for adolescents within their homes, making them "safe homes."
- Initiate and respond via telephone contact to each other regarding the activities of their teenagers.
- Make themselves available to chaperone school activities.
- Work toward the elimination of hotel/motel parties by teenagers.
- Publish the time when school activities will end and suggest parents enforce reasonable curfews.
- Support educational programs for parents about chemical dependency prevention.
- Pledge to support the school and school administrators in the enforcement of chemical use policies and procedures.
- Are aware of the laws against serving minors and the liability for allowing a drinking driver to leave a home.

Adapted from: ***Chemical Health and the Student Athlete***

Section Four:

Model Letters Agendas And Exercises

MODEL LETTERS

Memo to Coaches

To: Coaches of _____ School
From: Principal and/or Athletic Director
Date:
Subject: Parents, Athletes, Coaches, and Advisors Workshop

We are requiring attendance of all **fall** sports participants and at least one of their parents at a mandatory workshop on *Thursday, August 31, at 6:30 p.m. in the Jefferson Auditorium*.

The workshop will communicate information relative to the problems and pressures our athletes feel regarding the use of alcohol and other drugs. The first part of the session (from 6:30-7:15 p.m.) will be a large group session directed by our Chemical Awareness Coordinator. There will then be an opportunity for you to meet with your athletes and their parents for 30 minutes. Please be prepared to explain your team rules and expectations, practice schedules (including Saturdays and vacation days), letter award requirements, and team selection process.

Enclosed is an announcement to be sent home with each athlete. The meeting is mandatory and will be videotaped for those parents and players who cannot attend on the 31st. Also, please use the enclosed forms to take attendance at your meeting (to be returned to me after the session).

Thanks for the help! We are most anxious to promote chemical-free health and establish a positive contact with students' homes.

First Letter to Parents

Dear Parents of _____ High School Athletes:

The enclosed fact sheet gives some results of a survey conducted last spring with our athletes and cheerleaders regarding alcohol and other drug use. Our situation is similar to that of other high schools throughout the United States — our athletes are serious users of alcohol and other drugs.

According to our athletes, there are few moderate drinkers or users among teenagers. They drink until they pass out or get sick; or until the alcohol runs out.

If it's true that our athletes abuse almost every time they use, then it's extremely harmful, unhealthy, and dangerous for them. We must intervene before someone gets killed or seriously injured.

It is a medical fact that alcohol and other drug use or abuse negatively affect athletic performance and skill development. Before doing the survey, we did not fully appreciate the seriousness of our problem. Now that we have some hard facts, we cannot ignore them.

Our coaching staff is very concerned, and the coaches have decided to take this problem on as a challenge. We have developed a plan, and will be getting back to you soon with the details.

Sincerely,

Principal and/or Athletic Director

FACT SHEET

- 65% of the senior athletes surveyed reported using alcohol during their sport season last year.
- 16% reported using marijuana during their sport season.
- 80% of the senior athletes reported that there are parties every weekend involving drinking by athletes who are participating in a sport season.
- The seniors estimated that from 50% to 90% of our athletes use alcohol once per week.

Second Letter to Parents

Dear Parents of _____ High School Athletes:

My recent letter outlining the results of our alcohol and other drug use survey caused many of you to express concern for our athletes.

There is no question that chemical use and abuse is one of the most serious problems facing you as a parent and us as school teachers, coaches, and administrators. We need your help and here's some of what you can do.

- Spend time talking and listening to your son/daughter about alcohol and other drugs. According to experts, the key to combatting drug abuse is "in the home." In your face-to-face talks, it is extremely important that you be open, honest and non-judgmental.
- Monitor your son/daughter so that training rules are not broken. Before a student can participate, the training rule pledge card must be signed by you and your child. The pledge card is an agreement between the parent and the athlete to abide by the training rules. Please make sure your son/daughter understands the full implications of this commitment to not drink or use drugs or violate training rules.
- Attend a parent awareness session. Various activities will be sponsored throughout the year to help parents better understand and deal with chemical abuse among our young people. We will let you know as soon as these sessions are scheduled.
- Identify your home as a "safe home," and then offer chemical-free activities and parties for athletes and their friends.

We are most anxious to hear any thoughts you have regarding our athletic chemical health program. Please call us anytime at 999-1515.

Yours for excellence in athletics,

Principal and/or Athletic Director

AWARENESS PROGRAM AGENDAS

Coaches' One Day Session

8:30-9:00 (30 min.)	**Registration and Welcome**
9:00-9:30 (30 min.)	**An Overview of Basic Concepts and Attitudes** After a brief presentation about the comprehensive program, the three populations, and use/abuse/dependency, participants complete Exercises Five and Six, and discuss it, first in pairs, then with the small group.
9:30-10:00 (30 min.)	**The Cycle of Chemical Dependency** Four phases from experimenting to use to abuse to dependency.
10:00-10:30 (30 min.)	**Film: "Growing Up Stoned" (Part II)** (or another film on the disease of chemical dependency)
10:30-11:00 (30 min.)	**Creating A Safe Climate** • Role of policy and procedures • Practice doing "identification simulation" • Training rules and enabling behavior • Types of referrals • Coach's role in identification, referral and support
11:00-11:15 (15 min.)	**Break**
11:15-11:55 (40 min.)	**Small Group Discussions** Using Exercise Eight, participants write their responses to each case. They discuss their approaches in groups of four and then with the entire group to arrive at a common approach.
11:55-12:10 (15 min.)	**Small Groups Report Out**
12:10	**Evaluation and Closing**

Athletes' One Day Session

Developing a New Game Plan for Coping with Chemical Use

8:00-8:15 (15 min.)	Welcome and Introductions	
8:15-8:45 (30 min.)	Making Choices and the Three Populations Present the three populations and ask the students to note which population they are in. Then discuss how some students have learned to use chemicals to cope with stress and others learn from commercials that use is normal, even macho, and encouraged by professional athletes. Then discuss how each person has a choice which they have to make as part of the team. Discuss how chemicals can make you feel high after a loss; however it is **normal** to feel down.	Athletic Director
8:45-9:20 (35 min.)	FILM: Use film on self-esteem and decision-making or one on performance.	Projectionist
9:20-9:30 (10 min.)	BREAK	
9:30-10:15 (45 min.)	Athletics and Chemicals (Speaker) Discuss the disease of chemical dependency and its stages. Note how chemicals affect the moods. Discuss how an athlete can move from use to abuse to dependency. Discuss effects of chemicals on the body.	
10:15-10:30 (15 min.)	FILM: Show film about the disease and athletes.	Projectionist
10:30-11:30 (60 min.)	Small Group: Do ice breaker exercise Have athletes fill out and then discuss one of the attitude handouts (Exercise Three or Five) with a partner. Have them report to small group and discuss their opinions.	Facilitators
11:30-12:00 (30 min.)	LUNCH	
12:00-12:15 (15 min.)	Presentation on Policy with focus on Voluntary Referral	Chemical Health Coordinator
12:15-12:45 (30 min.)	FILM: Use film on enabling, such as "Facing It: My Friend's an Alcoholic."	Projectionist
12:45-1:30 (45 min.)	Small Group Discussion Individually read and fill in case examples (Exercise Eight). Then meet with partner to discuss what they would do and agree on steps to take. Then discuss your actions with small group. Highlight athletic contract and difference between narcing (getting friends in trouble) and referring someone for help.	Facilitators
1:30-1:45 (15 min.)	Wrap Up	Athletic Director

Pre-Season Evening Session for Parents

6:15-6:30 (15 min.)	**Coffee and Refreshments**
6:30-7:00 (30 min.)	**An Overview of the Problem** Present student survey results and information about the nature and extent of the problem. Summarize patterns of use, abuse, and dependency in adolescents. Define parents' role and elicit support for overall program goals and objectives.
7:00-7:15 (15 min.)	**Policy and Procedures** After brief remarks on the disease of chemical dependency, introduce procedures for the four types of referrals.
7:15-7:30 (15 min.)	**Enabling — How We Ignore the Problem** Discuss the importance of adults being role models. Define enabling behaviors.
7:30-8:00 (30 min.)	**Small Group Discussions** Participants write their responses to the situations in Exercise Nine. Working in pairs, each person discusses their approach with a partner to come up with a common strategy. The group as a whole then compares strategies and reaches a consensus as to the best approach.
8:00-8:15 (15 min.)	**Small Groups Report Out**
8:15-8:30 (15 min.)	**Parents' Role in Prevention** Parents commit themselves to the "safe home" network. They agree to study and discuss the training rules with their sons/daughters. Printed materials are offered.
8:30	**Evaluation and Thanks**

AWARENESS EXERCISES

Exercise One
BELIEF SYSTEMS

Discuss the pros and cons of having the following statements as part of our personal belief systems.

#1 "Some chemicals are helpful during training for sports."

#2 "Some chemicals give a competitive edge in a contest."

#3 "Recreational use of chemicals helps an athlete relax, have fun, recover, and prepare for future competition."

#4 "Chemicals can be effectively used to treat injuries and speed a return to action."

USE: For Student or Parent Awareness Session, Initial Group Sessions.

Exercise Two
CONCERNS OF PERFORMERS

Discuss the relevance of these statements in sub-groups.

1. Athletes are very visible and vulnerable to criticism from fans, coaches, and teammates.
2. Athletes are expected to meet the demands of fans in their social life as well as on the playing field.
3. Athletes need to consistently improve skills.
4. An athlete's superior physical ability can mask health problems.
5. Athletes often experience separation from family and friends.
6. Sports participation makes inconsistent demands on an athlete's time.
7. In our society, there is a clear connection linking sports to alcohol use.
8. Athletes who experience problems, including chemical use problems, receive attention from the public and the media.
9. Athletes are affected by others' use of chemicals.

From: ***Chemical Health and the Student Athlete***

USE: Coach, Athlete or Parent Awareness Session.

Exercise Three
WHY CHEMICALS ARE USED

Answer the questions and then discuss them in sub-groups.

Think about a time when you felt your very best — *your highest high*. Think about another time when you felt *your lowest low*.

- In either case, were you participating on an athletic team and did you have a big win or loss? Win/lose a league championship? Play well or poorly in a difficult game?

_____

_____

_____

_____

- Was it on a first date (or any date)? When you got your license or your own car? Some other event (specify which)?

_____

_____

_____

_____

- Were these times when you used alcohol or other drugs?

_____

_____

_____

_____

The feelings that athletes get from alcohol and other drugs are the same ones they get from winning or losing. They come off the playing field or leave the gym with their adrenaline flowing and very aroused — and they want to keep that feeling or, alternatively, drown their sorrows trying to find that feeling.

In these cases, alcohol and other drugs work every time. You can trust them to make you feel good. This is a way some athletes cope with pressure and stress; and many athletes are pressured by their peers to use.

Adapted from: ***Team Up for Drug Prevention***

USE: Initial Group in Athletic Awareness Session.

Exercise Four
EFFECTS OF CHEMICAL USE

Please answer **true or false**.

Effects of Alcohol Use on Athletes

1. Alcohol is a stimulant.
2. A player's reaction time is slowed; his/her energy and enthusiasm are likely to be diminished.
3. Continued use of alcohol affects judgment and the ability to think quickly and clearly.

Effects of Marijuana Use on Athletes

1. The ability to judge distance is distorted.
2. There is distortion of time perception, lack of motivation, and impaired memory.
3. A player under the influence of marijuana can more effectively respond to instructions, cope with stress, and play with enthusiasm.
4. The active chemicals in marijuana accumulate in fatty tissue, especially the brain, and the effects are long lasting.

Effects of Amphetamines

1. Amphetamines are central nervous system stimulants.
2. People using amphetamines or other stimulants have increased skills and energy. They know that their athletic ability is unbeatable.
3. Amphetamines increase heart rate, breathing rate and blood pressure; dilate pupils, and decrease appetite. Users may experience sweating, headaches, blurred vision, sleeplessness, and anxiety.

Effects of Steroids

1. The use of steroids increases muscle mass and performance without inherent dangers or health risks.
2. Continual use of steroids may diminish sex drive, shrink testicles, and contribute to violent behavior.

Effects of Chemical Use on the Team

1. Non-using athletes don't think that users lack commitment to the team.
2. Team members rarely discuss their feelings openly, but the result of their anger is apparent.

USE: Pre-test in Awareness Sessions.

ANSWERS — Each section contains one false statement:
#1, #3, #2, #1, #1

Exercise Five
CHEMICAL USE DECISIONS

For each situation, choose the word(s) that best describe the chemical use. Use no more than three words per situation.

HEALTHY	UNHEALTHY
WISE	FOOLISH
APPROPRIATE	INAPPROPRIATE
RESPONSIBLE	IRRESPONSIBLE
SAFE	DANGEROUS
GOOD	BAD
NECESSARY	UNNECESSARY

1. It's a custom after school on Friday for the staff to gather somewhere for a few drinks. Although one teacher would rather save the money, s/he goes to avoid being thought a "spoil sport."

   _____

2. At the district coaches' meeting, alcoholic beverages are consumed by several.

   _____

3. While traveling with team members to a district speech contest, the activity director drinks a glass of wine with the meal.

   _____

4. A coach enjoys watching the 9:00 p.m. sports and having a drink before going to bed.

   _____

5. After a big game, the coach joins several parents and fans at a local bar to celebrate the victory.

   _____

6. Alcoholic beverages are sold at the school's annual activities fund raiser.

   _____

7. An open bar is provided at the annual faculty party.

   _____

8. Planners for the annual activities banquet select a bottle of champagne for the door prize.

   _____

9. During a faculty meeting, one staff member continues to smoke without asking non-smokers if it bothers them.

   _____

10. A local tavern, pub or bar offers to print programs for a school event in return for advertising the establishment as "the perfect place to meet when the event is over."

    _____

Discuss the following....

- Was it easy to choose words to describe each situation?
- What was your criteria in deciding one way or another?
- Do you have chemical use guidelines that you personally follow?

Adapted from: Hazelden-Cork Sports Education Program

USE: Any Awareness Session as an icebreaker about different attitudes.

Exercise Six
COACHES AS ROLE MODELS

The four statements below pertain to the coach's function as a role model. List pros and cons for each option.

- **As a role model for young people, coaches should abstain from all mind-altering chemicals.**

PROS _____ CONS _____

- **If they so choose, coaches may openly use mind-altering chemicals to demonstrate responsible behavior in chemical use.**

PROS _____ CONS _____

- **Coaches should be free to use mind-altering chemicals in any way they wish without feeling restricted by their occupation.**

PROS _____ CONS _____

- **Coaches should use privately if they choose to use.**

PROS _____ CONS _____

Adapted from: Hazelden-Cork Sports Education Program

USE: Initial Group at Coaches' Awareness Session.

Exercise Seven
IDENTIFICATION SIMULATION

Instructions: Before doing the case example, the partners will discuss who will be the student and who will be the coach. The "student" will only read the handout titled "Student's" Role and the coach will only read the handout titled Coach's Role.

Using their present policy as a basis, participants discuss how they would assist and/or discipline the student.

The coach will then discuss concerns with the "student" based on what is known. The "student" can choose a response based on his or her knowledge.

After the simulation, the two participants will discuss what was effective and ineffective about the identification simulation process.

"Student's" Role

You are a fifteen-year-old who uses alcohol and other drugs on weekends. You just started to use them last summer and found that you feel more self-confident when you're high. Until recently you've been shy with the opposite sex but, with the use of alcohol, you feel less insecure.

Your parents are well-established members of the community, and expect you to do things "the right way." They expect a lot from you and you often hear, "Can't you do anything right? What is wrong with you?" Your dad is fond of saying, "No use doing anything unless you can be the best." He wants you to do as well as he did in sports. He lettered in three sports. Your parents drink socially and have two or three drinks a night to unwind from work.

In your own drinking experience, you find that sometimes you like the high so much that you drink more than you intend to. As a result, you've done some things that you regret. On one occasion, your friends say that you did some things that you don't remember. You even came to practice slightly intoxicated one day.

Lately, school has become a bore. You're even thinking of dropping off the team. You have no idea why the coach wants to talk with you. Your main loyalty to the school now is the sports team where you are a leader.

You've had very little awareness of chemical dependency as a disease.

USE: To help coaches learn how to identify athletes with a problem, i.e., their role in implementing policy and doing a *voluntary referral.*

Exercise Seven, continued

Coach's Role

Your role is to be yourself as a concerned person. You may define yourself as athletic director or coach.

For the first time, you're talking to this team member about his/her athletic performance in relation to the use or abuse of chemicals. Remember that the student does not know of your concerns. Your task is to open up the discussion and break the "no talk rule."

All you need to know in advance is that you've seen a drop in the student's athletic performance and that others have noted a change in him/her. You have decided to talk with the student because you are concerned about what you see. Here's what's been observed...

- The student's grades have dropped in various classes, including your's.
- You've seen the student hanging around with school "druggies."
- You've noticed the student moody in practice — more withdrawn and more irritable than usual.
- The student had a fight in a recent game.
- Other teachers overheard the student bragging about weekend parties.

The coach fills out the following as preparation for simulation with students.

List what is most important for you to provide this student with as a result of the identification process.

_____

_____

_____

_____

_____

_____

List what most concerns you about meeting with this student.

_____

_____

_____

_____

_____

_____

USE: **To help coaches learn how to identify athletes with a problem, i.e., their role in implementing policy and doing a *voluntary referral*.**

Exercise Seven, continued

Identification Work Sheet

Setting the Stage and Opening the Discussion

Building an Alliance (supportive but concerned)

Naming Your Concern ("I" message)

I am concerned because I observed (behavior) _____

on (occasion or time frame) _____

and would like us to talk about the (consequence) _____

Plan for Follow-Up or Referral

Follow-Up Meeting

Give athlete feedback on your observations (note positive changes, reaffirm support, reiterate concerns).

USE: **To assist your discussion of steps you used in doing identification process *after* you practice doing it.**

Exercise Eight
WHAT DO YOU DO WHEN ... (COACH'S or STUDENT'S)

In each situation, you are confronted with the chemical use by someone very important to you. As a coach or student, what do you do?

CASE #1 — Voluntary Referral

A 15-year-old you've known for a long time tells you he's concerned about his father's drinking. You're a friend of the family and know that both parents drink regularly.

- What would you say?

_____

_____

_____

- How might the boy respond?

_____

_____

_____

- What would you say then?

_____

_____

_____

CASE #2 — Voluntary Referral

Last year a member of your band completed treatment for chemical dependency and is now "straight." She tells you her boyfriend is on the school hockey team and she's concerned about the alcohol use among players. She worries for her own sobriety as well as team member's use.

- What would you say?

_____

_____

_____

- How might the girl respond?

_____

_____

_____

- What would you say then?

_____

_____

_____

CASE #3 — Disciplinary Action

After last night's victory, you discovered that four of your best athletes shared a marijuana joint outside the team bus.

- What would you say?

- How might they respond?

- What would you say then?

CASE #4 — Voluntary Referral

A senior boy, who lettered in three sports in the past two years, has played very inconsistently during the first two weeks of football season. You've observed him in two loud arguments with teammates during practice.

- What would you say?

- How might he respond?

- What would you say then?

Adapted from: Hazelden-Cork Sports Education Program

USE: Discussion of policy at Coaches' or Athlete Awareness Session.

Exercise Nine
WHAT DO YOU DO WHEN.... (PARENTS)

CASE #1

A 16-year-old boy who is on the sports team with your son/daughter is drinking with several other students in the backyard of a house near your home. You can see that they are drinking beer and, from their talk and loud voices, know that they are intoxicated. The athlete in question is quite talented and it's the middle of the sports season.

- How would you approach the situation?

_____

_____

_____

- What would you say?

_____

_____

_____

- How might they respond?

_____

_____

_____

- What would you say then?

_____

_____

_____

- Whom would you notify?

_____

_____

_____

CASE #2

Your son/daughter arrives home intoxicated from a party. You can smell alcohol on his/her breath. It is near the end of the season and the tournament games are about to start. Your son/daughter is looking forward to the games.

- What would you say?

_____

_____

_____

- How might s/he respond?

_____

_____

_____

Case #2, continued

- What would you say then?

- Would you notify anyone of the incident? Who?

USE: In small groups to help parents understand athletic policy and their role.

Exercise Ten
PLAYERS' — COACH'S MEETING

These are questions that each team should discuss and answer. A "recorder" should write down all the suggested answers on a flipchart. Everyone's ideas must be included.

- **What do you expect from your team members in helping maintain a chemical-free team? What should they be doing to encourage and enforce a chemical-free season?**

- **What are the things that your team can do this year to ensure a chemical-free season? (e.g., Have regular meetings to share ideas about how things are going for the team.)**

USE: To help students distinguish between narcing and helping when discussing policy.

Exercise Eleven
CHEMICAL USE SURVEY FOR ATHLETES

Do Not Put Your Name On This Survey. Your Responses Are Strictly Confidential.

This survey is to gather information about the use of alcohol and other drugs among student athletes. Please be honest about your experiences and feelings.

PLEASE CHECK AS APPROPRIATE.

1. Male_____ Female_____

2. Grade: 7th_____ 8th_____ 9th_____ 10th_____ 11th_____ 12th_____

3. Check the appropriate response related to the use of each substance.

	NEVER USED IT	HAVE TRIED IT	USE IT ONCE A WEEK OR MORE	HAVE FRIENDS THAT USE IT	KNOW ATHLETES THAT USE IT
• Tobacco (smoke or chew)	_____	_____	_____	_____	_____
• Alcohol	_____	_____	_____	_____	_____
• Marijuana	_____	_____	_____	_____	_____
• Cocaine	_____	_____	_____	_____	_____
• Uppers (speed)	_____	_____	_____	_____	_____
• Downers (Quaaludes or Valium)	_____	_____	_____	_____	_____
• Steroids	_____	_____	_____	_____	_____
• Other Drugs	_____	_____	_____	_____	_____

4. During your **last sport season**, did you use any of the following?

- Tobacco (smoke or chew) Yes_____ No_____
- Alcohol Yes_____ No_____
- Marijuana Yes_____ No_____
- Cocaine Yes_____ No_____
- Uppers (speed) Yes_____ No_____
- Downers (Quaaludes or Valium) Yes_____ No_____
- Steroids Yes_____ No_____
- Other drugs Yes_____ No_____

5. Would you go to a student party where alcohol (including beer) is served?
Yes_____ No_____

6. Would you stay at a party where training rules are being violated?
Yes_____ No_____

7. Did you ever feel that you had a problem with your alcohol or other drug use?
Yes_____ No_____

8. Did anyone ever tell you they were concerned about your alcohol or other drug use?
Yes_____ No_____

9. Do you feel that any member of your immediate family has a problem with alcohol or other drugs?
Yes_____ No_____

Exercise Eleven, continued

10. Do your parents know when you have been drinking or using other drugs?
    - I never drink or use drugs _____
    - My parents never know _____
    - My parents know once in a while _____
    - My parents know most of the time _____
    - My parents know all the time _____

11. What do you think coaches should do to face the issues that this survey raises?

_____

_____

_____

Adapted from: ***Team Up for Drug Prevention With America's Young Athletes*** *by U.S. Department of Justice*

Exercise Twelve

ACTION PLANNING FOR SPORT'S PREVENTION PROGRAMS

I. Establish Contact With A Local School/Community Team As Resource

TASK/ACTIVITY	RESPONSIBILITY	RESOURCES NEEDED	DATE COMPLETED
A. School-Wide Policy/Procedures			
B. Student Assistance Program			
C. Chemical-Free Alternatives			
D. Faculty/Student Awareness			

Exercise Twelve

ACTION PLANNING FOR SPORT'S PREVENTION PROGRAMS

II. Develop Athletic Policy/Procedure

TASK/ACTIVITY	RESPONSIBILITY	RESOURCES NEEDED	DATE COMPLETED
A. Rules			
B. Disciplinary or Voluntary			

Exercise Twelve

ACTION PLANNING FOR SPORT'S PREVENTION PROGRAMS

III. Offer Awareness Session

TASK/ACTIVITY	RESPONSIBILITY	RESOURCES NEEDED	DATE COMPLETED
A. Coaches			
B. Parents			
C. Athletes			

Exercise Twelve

ACTION PLANNING FOR SPORT'S PREVENTION PROGRAMS

IV. Establish Climate-Setting Activities — Primary Prevention

TASK/ACTIVITY	RESPONSIBILITY	RESOURCES NEEDED	DATE COMPLETED
A. Chemical-Free Events • Safe Homes • End of the season celebrations			
B. Peer Programs • Stress reduction • Refusal skill training			
C. Highway Safety Programs			
D. Relaxation • "New Games" activities			

Exercise Twelve

ACTION PLANNING FOR SPORT'S PREVENTION PROGRAMS

V. Establish Chemical Dependency Assistance Programs — Secondary Prevention

TASK/ACTIVITY	RESPONSIBILITY	RESOURCES NEEDED	DATE COMPLETED
A. Student Awareness Teams			
B. Nonclinical Assessment			
C. Support Groups			
D. Referrals			
E. Relapse Prevention			

BIBLIOGRAPHY AND RESOURCES

A. Bibliography

Griffen, Thomas **The Role of Activity Director and Coach in Response to Chemical Use Issues.** Center City, Minnesota: Minnesota State High School League and The Hazelden Foundation, 1983. Clear concise presentation of the coach's role in prevention and intervention. Helpful tips on talking with athletes.

Chemical Health and the Student Athlete. Waltham, Massachusetts Interscholastic Athletic Association, and Massachusetts Medical Society, 1984. Practical booklet with information about involving parents, talking with students and promoting chemical-free activities. Many exercises to use in groups.

Chemical Health: School Athletic and Fine Arts Activities. Center, City, Minnesota: Hazelden Foundation, 1985. The most comprehensive book on extracurricular chemical health programs. Many small group exercises, sample letters and policies.

Sports Education Program. Center City, Minnesota: Hazelden Foundation, 1985. Short summary of sport's prevention with good statistics, brief description of drugs and their effects. Good to pass out in awareness sessions.

Some of the materials in this packet were derived from the National High School Athletic Coaches Association, "Sports Drug Abuse Prevention Conference." May, 1985, and the Drug Enforcement Administration, **Initiatives for Coaches**, Washington, D.C., 1986.

B. Division of Alcohol and Drug Education Services Resources.

Print Material

Chemical Dependency Prevention and Education Audiovisual Catalog, 1987.

Elements of a Comprehensive School Based Chemical Health Prevention Program, 1986.

Guidelines for Planning and Conducting Student Awareness Programs, 1988.

Guidelines for Setting Up and Running Support Groups, 1986.

Non-Clinical Assessment Packet, 1986.

Sample Audiovisuals Available for Loan

Athletics

All The Kids Do It
Level: Junior High, Senior High, Adult
Format: 16 mm & VHS
Details: 30 min., 1986, Pyramid Film and Video
Synopsis: Buddy, a high school student, has a shot at making the U.S. Olympic diving team. This film depicts events that unfold after Buddy gets his first car. In this film, Buddy experiments with alcohol, tests family rules, his coach's rules, and deals with peer pressure. He becomes injured as the result of another drinking driver, and misses the Olympic trials.

Are You Satisfied?
Level: Junior High, Senior High, Adult
Format: 16 mm
Details: 30 min., 1986, MTI/Coronet
Synopsis: This is the story of a troubled father and son, and their failing relationships at work, at school, and with each other. The father writes to Coach Mike Ditka, of the Chicago Bears, for advice. Coach Ditka meets with them and delivers his personal philosophy for success in any endeavor.

Cocaine and the Student Athlete
Level: Senior High, Adult
Format: VHS
Details: 40 min., 1986, Kinetic Films
Synopsis: This video gives information about cocaine and crack. It contains interviews with students/athletes who used cocaine as well as those who chose not to. It also interviews several well-known professional athletes.

Cocaine Drain
Level: Junior High, Senior High, Adult
Format: VHS
Details: 39 min., 1986, N.B.A.
Synopsis: This video, produced by the National Basketball Association, gives general information on cocaine. Well-known personalities discuss their use or non-use of the drug.

Hugh McCabe: The Coach's Final Lesson
Level: Junior High, Senior High, Adult
Format: VHS
Details: 17 min., 1986, A.L.A.
Synopsis: This athletic and popular football coach is filmed at different stages of his battle with lung cancer. His family, co-workers, and students express their surprise concerns and feelings as Hugh courageously fights the disease. Hugh also describes some of his feelings, and urges people not to smoke. His funeral is the final scene. Property of the American Lung Association of Maine.

Performance
Level: Junior High, Senior High, Adult
Format: VHS
Details: 41 min., 1986, Gary Whiteaker Co., Inc.
Synopsis: Dr. David Ohlms lectures to a student audience on the impact of alcohol and other drugs on athletic performance. He emphasizes the responsibility an athlete has to his or her team to perform at their best, which means drug-free.

Steroids: Shortcut to Make Believe Muscles
Level: Junior High, Senior High, Adult
Format: VHS
Details: 35 min., 1988, Film Ideas
Synopsis: This video examines what steroids are, who uses them, and why. It also examines the harmful effects of steroid use and demonstrates how to say no when faced with the decision to use them. Part two of the video demonstrates exercises with emphasis on doing them correctly and without drugs.

Chemical Dependency

Carl Eller — My Fifth Super Bowl
Level: Senior High, Adult
Format: 16mm
Details: 33 min., 1983, Kinetic Films
Synopsis: Carl Eller played professional football for many years and was in the Super Bowl four times. However, during the off-season, and then later, even while playing, Carl abused drugs. He shares his story honestly, clearly, and forcefully. He tells how, despite his success on the playing field, he ended up empty, alone, and close to suicide. This film helps people recognize the symptoms of chemical dependency in friends, teammates, and loved ones. It shows athletes the importance of getting help.

Comebacker: The Bob Welch Story
Level: Junior High, Senior High, Adult
Format: 16mm
Details: 22 min., 1981, FMS Productions, Inc.
Synopsis: Bob Welch, a pitcher for the Los Angeles Dodgers, speaks candidly about his progression into alcoholism, the intervention provided by the Dodgers' management, and his climb back up to a normal healthy life. Candid discussion is interspersed with baseball action shots.

Drug Dependency: The Early Warning Signs
Level: Senior High, Adult
Format: 16 mm & VHS
Details: 21 min., 1984, Aims Media
Synopsis: Richard Crenna narrates this film which covers, through the use of vignettes, ten early warning signs of drug dependency. These are: 1) increased tolerance, 2) growing physical dependence (withdrawal), 3) growing psychological dependency, 4) impaired thinking, 5) emotional instability, 6) social problems, 7) job problems, 8) financial problems, 9) legal problems, 10) health problems. The film concludes with a discussion of recovery and various resources to aid in the recovery process.

From Candy to Cocaine
Level: Junior High, Senior High, Adult
Format: 16mm
Details: 26 min., 1986, Kinetic Films
Synopsis: In this film, adolescents share their stories — from use and abuse to recovery. Real people, not actors, speak frankly about their addiction in a theatre setting. Parents share their feelings, illustrating the family disease. The film ends on a positive note, emphasizing recovery.

Growing Up Stoned
Level: Senior High, Adult
Format: 16 mm and VHS videocassette
Details: 52 min., 1984, Films, Inc.
Synopsis: The effects of drug use on three young people are illustrated. Adam has been using "pot" for four years. John smokes marijuana and drinks heavily. Even after being charged with the theft of his parents' car, he still maintains that he prefers drugs to being straight. Heather, who lives with her recovering alcoholic mother, had been getting stoned for years and drank very heavily. After a drunk-driving accident, she entered an adolescent drug treatment center and has been sober for six months.

The Invisible Line (clean version)
Level: Senior High, Adult
Format: 16 mm
Details: 31 min., 1987, Gerald T. Rogers Prod., Inc.
Synopsis: This is the story about a teenager, Jason, who started by drinking beer and wine, advanced to pot, then pills, and finally cocaine. The transition from user to abuser to addict was almost imperceptible. Somewhere along the way, Jason crossed "the invisible line." He went from someone who was "only drinking and doing recreational drugs," to someone who would die from addiction.

Short Distance Runner
Level: Junior High, Senior High
Format: 16 mm
Details: 21 min., 1975, Narcotics Education, Inc.
Synopsis: Dave, a high school student, has been referred to a counselor. At first he resists talking to the counselor, but Dave's drinking history slowly unfolds. At first alcohol did not seem to affect his good grades and athletic performance, but eventually Dave is dropped from the track team. The counselor speaks with Dave's parents, his coach and his former girlfriend to gain their perspectives on the situation. Later, when one of Dave's drinking buddies pressures him to have a drink, Dave refuses.

Enabling

A Better Place...A Better Time
Level: Senior High, Adult
Format: 16 mm
Details: 33 min., 1983, Community Intervention
Synopsis: Leslie, a guidance counselor, would like to help these two students: one smoking "pot" to help her relax for a piano recital, and another suspended for drinking. However, the vice-principal considers the drinking student only as a discipline problem, and Samantha's music teacher does not want any interference in their relationship. Leslie persists and with the help of a probation officer persuades the vice-principal to support working with the drinking student. Samantha's problem is left unresolved.

Facing It, My Friend's an Alcoholic
Level: Junior High, Senior High
Format: 16 mm and VHS
Details: 25 min., 1984, Churchill Films
Synopsis: The film dramatizes the dilemma of A.J., whose best friend, Terry, is abusing alcohol and marijuana. Terry's abuse is creating major problems for A.J. and for Terry's girlfriend, Kelly. A.J. gets deeper and deeper into the cycle of lying for his friend, covering up for him, and trying to convince him to stop drinking and using. One morning, Terry asks A.J. to lie to his mother about his whereabouts during the night. A.J. hesitates — and finally makes the decision to refuse. Later, Terry shows up drunk at the band's big "gig" and manages to ruin the show. With mixed emotions, A.J. and Kelly contact a counselor to begin talking about Terry's problem.

High Powder
Level: Junior High, Senior High
Format: 16 mm & VHS
Details: 29 min., 1982, Southerby Productions
Synopsis: This film takes place on some beautiful ski slopes, as a ski team gets ready for competition. One team member, however, deals amphetamines. Another member has a hard time turning them down, and often he does not. The issue of drugs begins to affect the entire team. Finally, a tragedy turns the negative momentum of behaviors around and gets the ski team back on a healthy track.

Self Esteem/Self Awareness

One of a Kind
Grade Level: Junior High, Senior High
Format: 16 mm & VHS
Details: 23 min., 1984, Jostens Educational Services
Synopsis: In this film, Mark Scharenbroich emphasizes the rewards of risk taking; he challenges students to accept and celebrate themselves. Self-image is integral to all aspects of living. It is influenced by fate, parents, peers, schools, the media, and the negative and positive experience of one's life. Most important is the fact that one's own decisions and choices about how to respond to external factors can determine one's self-concept.

The Greatest Day of Your Life...So Far
Grade Level: Senior High
Format: 16 mm
Details: 24 min., 1981, Jostens Educational Services
Synopsis: This film makes everyone realize how much fun our high school years are and that the excitement need not end after those special years. Mark Scharenbroich presents real high school problems in a comic way that enables students to begin to laugh at themselves. He provokes laughter as well as tears by helping everyone realize just how special this time in life is.

Stress: It's Just What You Think
Level: Junior High, Senior High
Format: 16 mm
Details: 20 min., 1982, Barr Films
Synopsis: This film helps young people to understand the stress in their lives, and teaches them positive ways of managing it. They will learn to recognize their stress for what it is and trace its causes. Interviews with other teenagers demonstrate ways of removing or reducing stress by changing the situation, changing oneself and one's attitudes, and by learning to relax.

Why'd the Beetle Cross the Road?
Grade Level: Junior High, Senior High, Adult
Format: 16mm & VHS
Details: 8 min., 1985, Pyramid Films
Synopsis: This short whimsical film gives us a bug's-eye view of life. It humorously illustrates the determination necessary to meet one's goals.

You Have a Choice
Level: Junior High, Senior High, Adult
Format: VHS
Details: 50 min., 1984, Southerby Productions, Inc.
Synopsis: This two part program offers insights into parent communication, teenage stress, peer pressure, and new techniques for dealing with these problems. Ways in which to get the two sides of our brains in better balance are described. The narrator discusses why most people like to drink and how to get the same results naturally through split-brain activity. New activities that are fun and create natural highs are illustrated. The film stresses that peer pressure is fear pressure, to know when to say no, to be yourself, and to be creative.

Highway Safety

Driving Under the Influence: It Could Never Happen to Me
Level: Junior High, Senior High, Adult
Format: 16 mm & VHS
Details: 25 min., 1984, Barr Films
Synopsis: Steve and Melanie are two average teenagers who have caring parents, bright futures and lots of friends. Late one night, over their friend's protest, Steve, Melanie and two other friends drive home after a drinking party. A fatal accident occurs. Melanie painfully adjusts to life in a wheelchair. Steve's own life unravels as he awaits his trial for negligent homocide. At Steve's trial, the judge articulates the frustration of seeing yet another statistic.

Just Another Friday Night
Level: Senior High, Adult
Format: 16 mm & VHS
Details: 15 min., 1984, American Automobile Association
Synopsis: John Miller is an 18 year old boy convicted of eight counts of manslaughter as a result of a single-vehicle accident. John was drinking and driving. This film opens in court where John awaits sentencing for his crime. John's attorney pleads for leniency; the State prosecutor pleads for as severe a punishment as the law allows. A flashback provides a glimpse of the accident and the events leading up to it. As the film closes, the presiding judge leaves the case which is to be decided by the audience.

Other Drugs

Haight-Ashbury Cocaine Film
Grade Level: Senior High, Adult
Format: 16mm
Details: 35 min., 1985, Cinemed
Synopsis: This film details what cocaine is and how it affects people. By using computer graphics, animation, and personal interviews, the film demonstrates how cocaine inhibits the natural balance of the brain's chemistry. Basic survival mechanisms such as sleeping, eating, drinking, and the sex drive can be replaced with the compulsive use of cocaine.

Medical Aspects of Mind-Altering Drugs
Level: Senior High, Adult
Format: 16 mm & VHS
Details: 30 mins., 1986, FMS Productions, Inc.
Synopsis: Dr. Max Schneider describes in detail mind-altering drugs and their effects on the body. Included are marijuana, sedatives/hypnotics, narcotics, inhalants, hallucinogens, and stimulants.

Uppers, Downers, and All-Arounders
Level: Senior High, Adult
Format: 16 mm & VHS
Details: 60 min., 1984, Cinemed
Synopsis: The film's first part examines how and why the physical and emotional centers of the brain are affected by psychoactive drugs. It gives a general classification of the drug and examines the various levels of drug seeking behavior. The film's second part identifies the most commonly used psychoactive drugs, classifies them by their effects, and shows how they are absorbed and metabolized. It also provides a short history of drug use.

For More Print Resources and Audiovisuals, contact:

Resource Center
Division of Alcohol and Drug Education Services
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289-2511

For additional Information
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